

SHU YANG: MUSIC THERAPY

SUPERVISOR' S EVALUATION

Shu Yang is just finishing her studies of music education and choir mastering at the Pedagogical faculty. She chose the subject of Music Therapy for her diploma thesis and as the subtitle of the work discovers, she wanted to examine its history, models, techniques and realize some tests with Czech and Chinese students. When starting this work there appeared some serious problems. At first the theme of Music therapy (later MT) is very wide. It comprehends the field from clinical therapy (medicine) to educative music therapy, including all the branches, related with MT in strict and wider sense. The second problem was brought by immense differences between Shu's personal experiences, the diversity between Chinese national traditions, culture, style of life etc., compared with European, respectively Bohemia ones. Shu felt also the necessity of the further task. As she wants to study MT in future and chose this branch for her own profession, she wanted to find out some practical experiences. The first step towards it was her participations at clinical lessons with patients in hospital, the lessons of MT at Ped. Faculty and her experiments with projective listening method at designated schools.

While the starting line was hollow, without great knowledge, guided only by the will and wish, thanks to Shu's diligence and intelligence (and also help of other people) it began to grow up into the more elaborated and perfect form.

The final state of the diploma dissertation is represented by 12 chapters. After the definition of MT the theme continues with the historical and theoretical chapters (n.2 and n.3 History of MT, Main principles of MT). From the description of history we feel English and American literary sources, because there are lots of facts concerning local situation, which overshadow some important happenings in Europe. The proportions of second chapter- illustrating the foundations of MT from other angle, the basic functions of music in the MT processes, and types of interaction -are not ideally balanced; especially the subchapter about the role of Aesthetics is too long , somewhere distantly related to the theme. Chapter n.4, speaking about the relation of MT to the other branches such as Special Education and Music Psychology, is really wanted. One can only hesitate, why the subchapter Music for Growth and Music Therapy for Growth cannot be exposed and explained together. I like the selection and elaboration of the material in the chapter 5, where Shu introduced the main models, used in MT, including the systems, evidently important for musicians (Concepts of Orff, Kodaly, Dalcroze or Suzuki). From the point of formal structure there is significant also short chapter about the forms of MT, including auto and hetero therapy, active and passive therapy and MT for individuals, groups and communities. From the chapter n.7 the main attention is paid to musical means (such as body, voice and instruments) in MT and analysis of important musical disciplines such as improvisation, composition and interpretation in MT. One of these techniques is also listening to music, which embraces detailed information about aims, manners and repertory, including Ch. Ruegger's book The Musical Home Pharmacy (chapter

n.9).This chapter is also starting point for the next tests at schools(Prague Conservatory and Elementary school Korunovační, later in China's school). I must say that these tests were very responsibly prepared, realized and later elaborated; their results were surprising and they were mentioned in the same chapter (n. 12) and in the conclusion. As the tests worked with music, performed on Chinese instruments, it was necessary to introduce their peculiarities of corpus and sound. I estimate the chapter (n.11) with Shu's concept of educative music therapy. I suppose that the work with the recommended material and the games may be useful for future student's work. (I only miss the explanation if the recommended songs for activities have some programmatic context or words, which should be mentioned and translated).

I suppose that Shu Yang chose a suitable theme for her diploma thesis accordingly to her future professional plans and that the knowledge she obtained while examining the literature can help her in the next MT work. The work is good structured, seriously elaborated and enriched with interesting supplements from Czech and Chinese schools.

Because of small problems with English language, which had to be corrected I recommend the evaluation

Very good

20th of May 2010

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